

# Sakinah Siregar

*by* Sakinah Sakinah

---

**Submission date:** 17-Jun-2024 06:46AM (UTC+0700)

**Submission ID:** 2403662951

**File name:** 2.docx (387.84K)

**Word count:** 7863

**Character count:** 47078

## Development Of Visionary Leadership Training Module For State High School Principles Labuhanbatu

---

### ARTICLE INFO

#### Keywords:

Training Module,  
Leadership,  
Visionary

#### Article history:

Received  
Revised  
accepted

---

### ABSTRACT

The general objective of this research is the development of a visionary leadership training module at a public high school (SMA) in Labuhan Batu. The purpose of this study specifically is to describe and analyze: developing a visionary leadership training module for principals at SMA Negeri Labuhan Batu, designing a visionary leadership training module for school principals at SMA Negeri Labuhan Batu, knowing the feasibility of developing a visionary leadership training module for principals at SMA Negeri Labuhan Batu, responding to the principal of SMA Negeri Labuhan Batu towards the development of a visionary leadership training module. This research is a development research with a visionary leadership training module for the head of a public high school in Labuhan Batu. In this study the level of confidence taken is 95%, while the level of 0.05. According to the table for determining the total population of 84 people. The results showed that the product produced in this study was a visionary leadership training module for high school principals, formulating a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence to manage change, have a role model in life, know the organizational climate. The feasibility of developing a visionary leadership training module for the principal of SMA Negeri Labuhan Batu is very good. The response of the principal of SMA Negeri Labuhan Batu to the development of the visionary leadership training module was very good.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

#### Corresponding Author :

Sakinah Ubudiyah Siregar  
Mathematics Education Study Program, Labuhanbatu University, Indonesia; [hafizahsiregar88@gmail.com](mailto:hafizahsiregar88@gmail.com)

### 1. INTRODUCTION

The implementation of education in Indonesia is a national education system that is regulated systematically. National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation (Undang-Undang Pendidikan No.20, 2003). Improving the quality of education is one of the main priorities in the implementation of education in Indonesia, as stated in Law no. 25 of 2000 concerning the National

Development Program (Propenas) of 2000 - 2004 and Law no. 20 of 2003 concerning the National Education System (Yayuk & Sugiyono, 2019).

Facing the low quality of education, it is necessary to make efforts to improve the education system in Indonesia. The government's effort in responding to this is by reorienting the implementation of education, namely by increasing education services. The principle of educational services is as follows (Undang- Undang Pendidikan No.20, 2003)

This principle of educational service improves quality which is oriented to the needs of the service recipients (providers). This means that the quality or quality of educational services must pay attention to how service recipients feel about the services provided by the service provider, namely the school. Operationally, the quality of education services can be measured by the extent to which schools as service providers (providers) can provide quality assurance to service recipients (S, Herlambang, & Cahyono, 2018). Service is any business that increases the satisfaction of service recipients. For this reason, the quality of education services is improved so that service recipients are satisfied with these educational services (Elly & Soraya, 2020).

The implementation of educational services for students is usually studied in the context of the quality of education which is closely related to the study of the quality of education management in schools. In the school system, the concept of quality of education is perceived differently by various parties in schools. The quality of education in schools is simply seen from the acquisition of grades or scores achieved by students as indicated by the results of tests or exams. For this reason, the quality of education can be improved through school services.

This expectation is in line with the results of the UNESCO study by recommending; education throughout life is based on four pillars, learning to do, learning to live together and learning to be UNESCO, 1996. These recommendations have implications for the implementation of education throughout the world, especially in developing countries including Indonesia. Educational products actually start from the management of education in schools. Education management must carry out education management functions so that schools are of high quality. The function of education management is based on planning, organizing, actuating, controlling (Terry, 2010). The function of education management lies in school-based management including: school curriculum management, student management, personnel management, educational facilities management, school administration management, financial management, school organization and school relations with the community (Sonedi et al., 2018).

The components of school-based education management also include: (a) Curriculum management, (b) Student management, (c) Personnel management, (d) Educational facilities management, (e) School administration management, (f) Financial management, (g) School organization, (h) School relations with the community (Hallinger & Heck, 2010). Management of education in schools must be improved the quality of education effectively and efficiently in accordance with the function of education management in schools.

The survey was conducted at the Labuhan Batu Public High School through interviews given to the Labuhan Batu High School principal and the Labuhan Batu Education Office Head and in 2019. Based on the data, it can be stated that leadership is still very low. Human resources are not yet optimal, namely the leadership of the principal which will have a strong influence on his leadership style in carrying out education both on the path, level and type of education. The principal of SMA Labuhan Batu still has a low score below the average in implementing his leadership.

This is done in overcoming and fostering the leadership of high school principals in order to improve the quality of school education, one of which is by improving the leadership quality of high school principals. The principal of a high school has a very important position, influencing and playing a role in carrying out education in schools. This is the most important element in the leadership of high school principals in carrying out their duties, these elements include: people, organizational objectives, leader followers, influence, leaders (Lussier, , R.N., and C.F, op.cit) . The principal's leadership concerns how to lead (Frismelly & Giatman, 2021). How to lead a school

principal who can set goals, provide motivation and take actions to his subordinates. Principal leadership is an activity to influence and direct others by means of obedience, trust, respect, and enthusiastic cooperation in achieving common goals. Principal leadership is also an attempt to use an influencing and non-coercive style to motivate individuals to achieve goals (Amini et al., 2021). Principal leadership is also part of the process by which individuals influence groups of individuals to achieve common goals. Determination of leadership as a meaningful process, not a trait that is in the leader but a "transaction" that occurs between the leader and followers.

Thus, it emphasizes that leadership is not linear and not a one-way event, but an interactive event. Therefore, the principal's leadership can provide influences that can cause his subordinates to be moved to carry out their duties effectively so that their school will be better which will affect the progress or retreat, the quality or not of a school.

It is also important to look at the international journal research entitled "Leader's Interpersonal skills and its Effectiveness at Different Level Management". There is a management level, the most important is that the principal's leadership must have competence in leading the school so that the school is effective, efficient and quality in developing education management. Then the journal "People Skill: Developing Soft Skills a Change Management Perspective" (Wati et al., 2022). In his research the leadership ability of school principals is very important in changing the management of school education. By carrying out the function of education management. Leadership plays a very important role in the development of the school as a whole, in guiding the improvement of achievement and school development. The principal's leadership carries out management functions in coaching and developing schools to be of high quality and competitive in facing the challenges that will come.

In connection with the leadership of high school principals, they must be able to provide influences that can cause their subordinates to be moved to carry out their duties effectively so that schools will be better and improving the quality of schools requires a good leadership style. Principal leadership also requires several aspects that influence the dynamics of educational leadership, including; leadership style, transformation of educational leadership and the role of educational leaders on the development of the quality of education (Purwanto & Evicasari, 2021). In addition to the above, optimizing the educational leadership function is an important part of dynamic leadership. There are several leadership styles of principals, one of which is transactional leadership style. The transactional leadership style includes boards, covering charismatic leadership, visionary leadership cultural leadership (Zulfiter et al., 2020). In the leadership style can determine the quality of the school.

Visionary leadership is one of transactional leadership that is able to develop intuition, imagination and creativity to develop schools in formulating visions, transforming visions and implementing school visions so that schools are of high quality. Visionary leadership is also leadership that is able to build a 'new dawn' working with intuition and imagination, appreciation, and boldness. Visionary leadership also sets goals and objectives for individual and group activities that do not define who we are but what we want or do (Suryani et al., 2021), is said to stand apart from other forms of leadership in inspiring the vision and communicating that vision to subordinates so the school moves. from good to better.

Visionary leadership has the ability to formulate, transform and implement the vision with ideal thoughts originating from the organization through a series of policies and actions that are progressively treading the stages of achieving its goals, adaptive to all changes and challenges faced, as well as efficient and effective in managing everything. its resources. Visionary leadership involves extraordinary ability, ability, expertise to offer success and glory in the future (Anugrahani, 2021). That means, a visionary leader is able to see challenges and opportunities before they occur and then position the organization to achieve its best goals.

As a first step, it is also important to look at the research that has been successful in visionary leadership from the international journal "The Development of Visionary Leadership Administrators



in Thai Primary School" whose research results on the importance of developing visionary leadership in leading schools. Visionary leadership in formulating a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence, managing change, having a role model in life, knowing the organizational climate. Then the research entitled "Visionary Leadership and Organizational Citizenship Behavior: An Assessment of Impact of Sectarian Difference" (Fajri et al., 2019). The results of his research that visionary leadership has a positive and significant effect on quality schools. It emphasizes that the leaders in the school should exhibit visionary leadership behaviors such as articulating an attractive vision, vision communication etc, so that they can improve organizational behavior.

Then in an international journal entitled "Visionary Leadership for Management of Innovative Higher Education Institutions: Leadership Trajectories in a Changing Environment" the findings can be concluded that visionary leadership requires skills to bring about school change. There is a need for leadership support through motivational strategies, introduction of ICTs and creating a climate conducive to innovation as fruitful pathways.

From visionary leadership, it can be connected with the visionary leadership of the high school principal which is the leadership of the principal at the highest level which determines the school's success in its leadership in determining graduates to look forward to the challenges and needs of the community in the future. It can be seen that the visionary leadership of high school principals is to produce positive results in high school by creating and communicating views about desired conditions that clarify the current situation and encourage a better future (Guntoro, 2020). This results in high trust in the visionary leader of the high school principal, high desire for the visionary leader of the high school principal, high performance among followers, and high overall performance (Dubrin Andrew J., 2016). The visionary leadership of high school principals is said to have insight into needs or values to develop a vision statement that reflects those needs or values (Meyer et al., 2022). Visionary leadership of high school principals who present challenges as an effort to provide the best for the organization and make it something that inspires to achieve organizational goals.

From various opinions about the visionary leadership of the high school principal, it can be said that the visionary leadership of the high school principal is the behavior of leading the high school principal in school change with the characteristics of being able to formulate a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence, managing change, having a role model in life, knowing the organizational climate.

In connection with the visionary leadership of high school principals associated with the industrial 4.0/digital era, global influence to deal with this challenge requires a strong vision according to context, mastery of the power of information in order to have a high understanding. education must be able to anticipate the various demands of the times (Komalasari, Arafat, & Mulyadi, 2020). In this digital era, everyone needs to master competencies, one of which is critical thinking, communication, and computers.

It can also be seen in the percentage of questionnaires distributed by 4 principals of SMA Labuhan Batu in January 2019. Visionary leadership at SMA Labuhan Batu is still low when viewed from the challenges of the times in the industrial era 4.0. This competency can be related to visionary leadership in the industrial era 4.0 having competencies including (Saleem et al., 2020). Understanding people's needs; 2) Creating relationships within the organization; 3) An acceptable vision of the future; 4) Find the development of new guidelines to achieve the vision.

Competencies also possessed by visionary high school principals include: Vision ; the ability to see and in mind or goal in complete form; Confidence ; knowing the you and your team can accomplish assign; Risk taking ; the willingness to try new method; Decision making; Development others ; the ability to create leadership thought and action in your teams, spreading responsibility and credit for work; Influence of others; Communication; the ability to channel your ideas into action

(Hamzah, Nasir, & Wahab, 2021). A visionary high school principal needs to have the ability to formulate a vision by thinking about reaching ahead or formulating long-term goals completely, having confidence in his ability to achieve goals (Zhou et al., 2018). Third, dare to take risks by trying various techniques or the latest ways to deal with risks, able to make decisions using the scientific method (systematically and supported by complete data and information), always developing themselves and developing other human resources. Besides that, he is also responsible for all events that occur in his organization, giving influence to other people (members in the group). Of course the influence given in the effort to achieve, ability in communication, both choosing media, messages and core activities in communication. All are aimed at achieving goals that are more precise and faster, with the smallest possible risk that must be borne by the group/organization (Bellibaş et al., 2022).

The characteristics of visionary leadership can be seen in high school principals as well as in the industrial era 4.0 it is needed to direct schools and their teams to the school's vision. The competencies of visionary principals in the industrial era 4.0 are: (1) Can communicate vision within the organization, organizational staff, and the environment; (2) Critical thinking capable of solving the future; (3) Competence in creating networks and teamwork, and developing a culture for excellent work support; (4) Competence in developing interactions with people through two-way communication, recognizing the importance of people and participation, and; (5) Development of reliable personal habits, for example, communicative clarity, self-confidence, utilization of computers, studying failure as one's experience in building opportunities, understanding followers' weak points, and using recommendations to increase strengths. Of the various characteristics of visionary leadership in the industry 4.0 era that will be used include: (1) Critical thinking; (2) creativity; (3) Cooperate; (3) Culture culture; (5) Communication; (6) Computers; (7) Career and independent study.

The visionary leadership of high school principals also has many advantages over weaknesses, so that high school principals often use visionary leadership in carrying out their leadership style at the high school level. The advantages of visionary leadership include: Leaders are motivators, considerate, appreciate and receive feedback from staff in order to achieve the school's vision (Suratman et al., 2020) ; Effective leadership, where the leader is the direction setter, the spokesperson for the vision, the agent of change and the coach of the vision; The leader has a mature plan and is fully results-oriented; Leaders adopt challenging new visions in setting new directions for a better organization; The visionary leadership of the high school principal has a mature calculation analysis and dares to take risks to make changes; Visionary leaders, respected, become role models, even idols and have strong personal charisma because of the abilities, competencies, and innovative ideas they develop; have an openness to alternative ideas, be innovative, and have the ability to anticipate various challenges in the future without having to fall into a counter-productive arrogance; Visionary leaders of high school principals have the will to continue to learn and develop ideas, innovative and radical. The weaknesses of visionary leadership: The type of visionary leadership that focuses more on the direction of the future school will be more consumed by future exploration. This kind of focus is very risky, due to lack of discipline and compliance in carrying out financial controls and strengthening structures, so the probability of failure is quite high; Visionary leaders tend to make decisions based on shared values and are independent (Murtiningsih et al., 2019). From the advantages and disadvantages of the visionary leadership of the high school principal, it can be seen that there are more virtues and the principal uses a visionary leadership style in leading to improve the quality of the school.

To be clear, it is also important to look at high school schools that are successful in carrying out the visionary leadership of high school principals so that the school is of high quality. Finnish schools at the senior high school level have developed schools with a visionary principal's leadership style. The school's vision is superior by prioritizing the characteristics of the school in planning to create a vision and prioritizing visionary leadership competencies in the industry 4.0 era including critical thinking, creativity, collaboration, cross cultural understanding, communication, computing, career & learning self reliance. The principal has the characteristics of visionary leadership. The visionary

leadership characteristics possessed by one of the principals of a Finnish senior high school include being able to formulate a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence, managing change, having role model in life, knowing the organizational climate (Habibi et al., 2019).

Finnish school principals in carrying out their leadership in senior high school schools. High school senior schools play a very important role in making students determine their choice of goals at the college level. For this reason, Finnish school principals use visionary leadership in managing schools. Finnish school principals look forward to the challenges and needs of society in the future, both in terms of cognitive, psychomotor, and affective. According to the principal of a senior high school, at least the vision developed will be a reference to control the forces that can be used as a benchmark to determine a position in the flow of globalization. Finnish principals develop reliable personal habits, for example, communicative clarity, self-confidence, studying failure as one's experience in building opportunities, understanding followers' weak points, and using recommendations to increase strengths. Principal leadership has also turned principals into not only educational leaders of their schools but managers who are responsible for the financing, personnel, and outcomes of their institutions. Previously, the principal was an experienced, senior teacher who was promoted to good service for education. The current principal must be a quality leader who understands the development of education and has solid skills in his visionary leadership so that a quality school can lead a school. The results of this study succeeded in realizing visionary leadership and determining the right vision (Ani Marlia et al., 2020).

Visionary leadership was successfully carried out by the head of SMA Al Ambary Bumiayu (Zia Wilda Istiqlaliah, 'Kepemimpinan Visioner Kepala Sekolah SMA AL Ambray Kecamatan Bumiayu Kabupaten brebes', 2018). The principal implements a visionary leadership style by implementing a superior vision. In planning the school's vision, SMA Al Ambary prioritizes the characteristics of the school looking ahead to the challenges and needs of the community in the future, both in terms of cognitive, psychomotor, and affective. At least the vision developed will be a reference to control the forces that can be used as a benchmark to determine a position in the flow of globalization.

To implement visionary leadership, high school principals adhere to good leadership characteristics such as being able to formulate a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence, managing change, have a role model in life, know the organizational climate. To be able to stabilize the vision that has been designed with various actions, the principal directs teachers to upgrade the applied learning system, communicates school programs to all stakeholders effectively, and thinks about and considers various possibilities in the future with various plans based on community needs. With various actions taken by the principal with the assistance of the teacher council and student guardians, Al Ambary High School has become one of the schools to be reckoned with in the Bumiayu area. Al Ambary High School is a private school that has a lot of interest with the visionary leadership of the principal. Various achievements have been achieved, both academic and non-academic achievements (Ford et al., 2020).

From the explanation above, it can be understood the importance of developing a visionary leadership training module for high school principals. **development of a visionary leadership training module for high school** principals is a gradual change to a leadership training module for high school principals by implementing visionary leadership through Borg and Gall development steps (Alam et al., 2021): problem identification, data collection, product design, design validation, revision design, product testing, design revision, usage testing, product revision, final product. The development of this training module is needed by the principal to know good visionary leadership. For this reason, the researcher took the title "Development of Visionary Leadership Training Module for the Principal of the Labuhan Batu State Senior High School (SMA)

## 2. METHODS



The research that will be carried out is research & development with a visionary leadership training module for the head of a State High School (SMA) in Labuhan Batu. This type of research is different from other educational research because the goal is to develop a product based on trials and then revised to produce a suitable product in the form of a visionary leadership training module for the head of a high school (SMA) in Labuhan Batu. This research schedule is planned for 2 years starting in September 2018 and is expected to be completed in April 2020.

The population is the entire research subject as a data source that has certain characteristics in the study (Shin & Hur, 2020). The sample is part of the number and characteristics possessed by the population. In this study, the population was the heads of public high schools in Labuhan Batu, teachers, and at 14 public high schools in Labuhan Batu as many as 110 informants consisting of 14 high school principals in Labuhan Batu, 14 administrative heads, 82 teachers PNS, or a total of 110 people and other informants deemed relevant to provide information or assessments. Sampling is a sampling technique (Zulaiha et al., 2020). The method used to determine the sample in this study is to use a proportional stratified random sampling. Proportionate Stratified Random Sampling is sampling from population members randomly and proportionally stratified.

In this study the level of confidence taken is 95%, while the level of 0.05. Sources that can provide information on profiles of public high schools in Labuhan Batu, the leadership of the principal, can be selected by informants as follows: At the internal school level, there are 14 high school principals in Labuhan Batu. 14 administrative heads, 82 PNS teachers, or a total of 110 people and other informants deemed relevant to provide information or assessments. According to the table for determining the population, 84 people were determined according to the stratified random sampling formula.

**Table 1.** Visionary Leadership Instrumental Grid

N0	Variable	Characteristics of Visionary Leadership	Question Number
1	Visionary leadership	Applying leadership in formulating the school's vision	1,2,3
		Make decisions	4,5,6
		Have good creativity	7,8,9
		Good communication	10,11,12
		Subordinate Motivation	13,14,15
		Member Empowerment	16,17,18
		High Emotional Intelligence	19,20,21
		Doing Change Management	22,23,24
		Role Model	25,26,27
		Knowing Organizational Climate	128,29,30

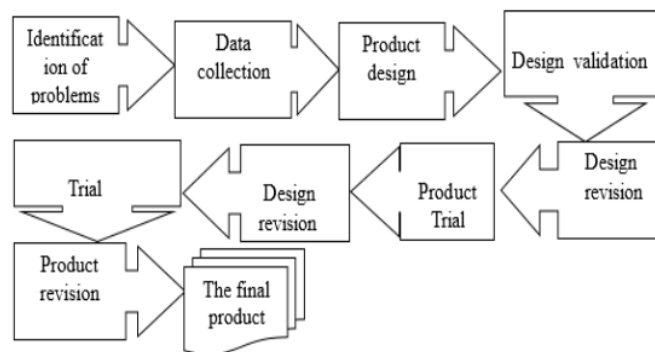




Figure 1. Steps to Use Research and Development (R & D) Borg and Gall . Methods

### 3. FINDINGS AND DISCUSSION

The development of the module in this study is referred to as a visionary leadership training module with the characteristics of being able to formulate a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence, managing change, having a role models in life, knowing the organizational climate (Mascareño et al., 2020). Testing the quality of the developed module or product is truly an empirically valid construct. The steps in conducting the analysis taken in development research include; 1) Problem identification 2) Data collection by conducting initial data collection through questionnaires and interviews, 3) Product design, 4) Design validation, 5) Design revision, 6) Product testing, 7) Product revision, 8) Usage testing testing all principals, administrators, teachers at SMA Negeri in Labuhan Batu as many as 84 school principals, 9) Product revisions, and 10) Final products. The development of the module in this research is called the Visionary Leadership training module. all stages can be seen in Figure 1 . The ten stages above are carried out in detail in Figure 2 as follows:

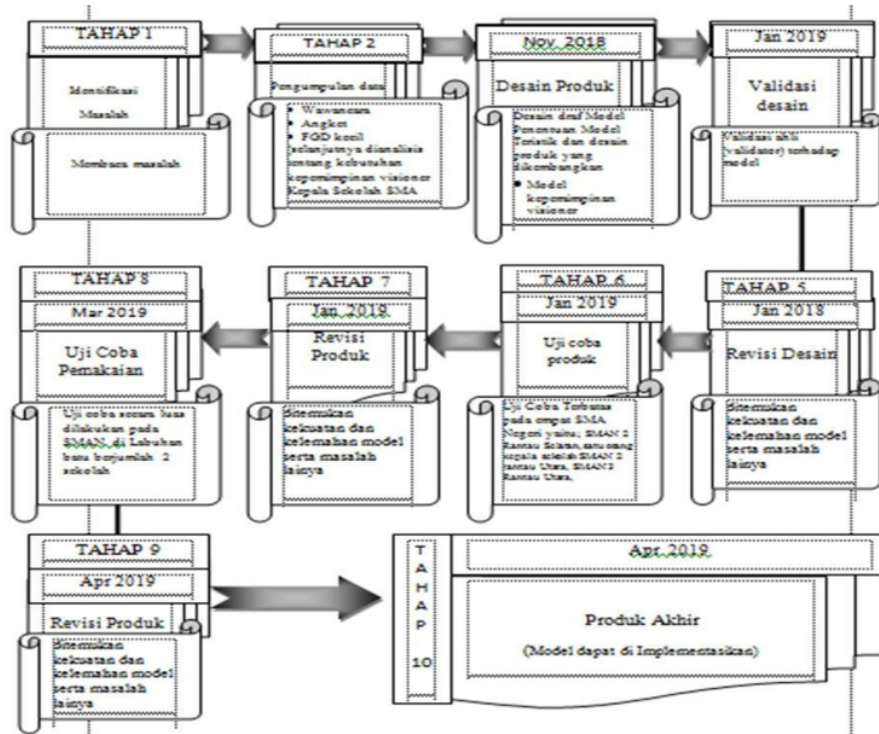


Figure 2. Research Flow (RoadMap) Development of Visionary Leadership Training Module for Principals of State Senior High Schools in Labuhan Batu

#### Phase I: Problem Identification

Research and development can begin with a problem. Problems will arise when there is a deviation between what is expected and what is happening (there is a deviation between ideality and reality) (Ossiannilsson, 2018). However, a problem can also be used as a potential. A thing will become a problem or potential depending on the point of view of the subject who judges it.

Researchers conducted interviews, questionnaires, and FGDs (Gordon, 2019). For problems that will be identified at SMA Negeri Labuhan Batu can be seen in the following table:

**Table 2.** Identification of Problems at SMA Negeri Labuhanbatu

No	Identification of problems	Collected data	Instruments	Time	
1	The principal cannot apply visionary leadership in formulating the school's vision	Visionary leadership, the advantages and disadvantages of visionary leadership, characteristics of visionary leadership. Formulating the school's vision in the industrial era 4.0 in formulating a vision, formulating a vision with critical thinking, formulating a vision with communication, formulating a vision with a computer information system. criteria of good vision, bad vision.	<ul style="list-style-type: none"> <li>• Question naire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
2	The principal cannot make a decision.	Understanding decision making, decision making indicators, industrial era 4.0 decision making in vision formulation, decision making with critical thinking, decision making with communication, decision making with computer information systems.	<ul style="list-style-type: none"> <li>• Question naire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
3	The principal does not have good creativity.	Understanding creativity, Creativity in the industrial era 4.0 in the formulation of vision, creativity with critical thinking, creativity with communication, creativity with computer information systems.	<ul style="list-style-type: none"> <li>• Question naire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
4	The principal cannot communicate a good vision.	Understanding communication, communication of visionary leadership in the industrial era 4.0 in vision transformation, communication with critical thinking, good communication, communication with computer information systems.	<ul style="list-style-type: none"> <li>• Question naire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
5	The principal cannot motivate his subordinates.	Understanding motivation, the motivation of school principals in the industrial era 4.0 in the transformation of vision. motivation with critical thinking, good communication motivation, motivation with computer information systems.	<ul style="list-style-type: none"> <li>• Question naire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
6	The principal cannot empower members.	Understanding of empowering members, empowering members of the industry 4.0 era in the transformation of vision. empowering members with critical thinking, empowering members of good communication, empowering members with computer information systems.	<ul style="list-style-type: none"> <li>• Question naire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei

7	Principals cannot perform high emotional intelligence.	Understanding intelligence, emotional intelligence in the industrial era 4.0 in the transformation of vision. emotional intelligence with critical thinking, emotional intelligence with good communication, emotional intelligence with computer information systems.	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
8	The principal cannot carry out school change management.	Understanding of change management, visionary leadership competence in the industrial era 4.0 in implementing the vision. change management with critical thinking, good communication change management, change management with computer information systems.	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
9	Principals cannot do role models in life.	Understanding role models, role models in the life of the industrial era 4.0 in implementing the vision. role model with critical thinking, good communication role model, role model with computer information systems.	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei
10	The principal cannot understand the school's organizational climate.	Understanding the organizational climate, visionary leadership competencies in the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication organizational climate, organizational climate with computer information systems.	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Interview</li> <li>• FGD</li> </ul>	07 2019	Mei

**Phase II: Data Collection**

At this stage the researchers conducted interviews, questionnaires to explore initial data on how the visionary leadership of high school principals was. At this stage, the results of interviews, questionnaires, and FGDs were collected to determine a needs analysis of the visionary leadership model.

**Stage III: Product Design**

The product design developed is a visionary leadership training module. Stage III is the stage of determining the module. After the initial data has been collected and a needs analysis has been carried out through interviews, questionnaires, FGDs and existing theories, a suitable module is determined to overcome the problems of principals' leadership, especially in the visionary leadership of principals. So the researcher gave birth to a visionary leadership training module for school principals.

**Stage IV: Design Validation**

This design validation is an activity process to assess whether the product design will rationally be effective or not. It is said rationally because the validation here is still an assessment based on rational thinking, not facts on the ground. Product validation can be done by presenting several experienced experts to assess the new product designed. This study involved 5 lecturers of education management. Each validator gives a score with a scale of 1: means "not good", 2: means "not good" 3: means "good enough", 4: means "good", 5: means "very good". Aspects to be assessed on the module:

**Stage V: Design Revision**

After the product design is validated by experts and experts, it will be able to identify the weaknesses and shortcomings. After knowing the weaknesses and shortcomings, the researcher will improve the product design.

#### Stage VI: Product Trial

In this limited trial, 4 principals were conducted, namely; one principal of SMAN 2 Rantau Selatan, one principal of SMAN 2 Rantau Utara, SMAN 3 Rantau Utara, SMAN 1 Rantau Utara. The trial was carried out for one month. This trial was conducted to dig up information by gathering research instruments to improve the visionary leadership training module and then revise the draft module.

#### Stage VII: Product Revision

After the limited trial phase is carried out, the next step is to analyze the trial. data and information are collected for revision. The data and information can help researchers to strengthen the visionary leadership training module for school principals.

#### Stage VIII: Trial of Use

The total module trial phase was carried out on 14 principals of the Labuhan Batu State High School (SMA). At this stage the researcher also provided socialization of the visionary leadership training module to principals, teachers and education staff for research. The data collected is still the same as the limited trial conducted twice, namely the research instrument using a questionnaire.

#### Stage IX: Product Revision

After the total test phase is carried out, the next step is to analyze the trial. data and information are collected for revision and improvement. Then the module refinement can be done.

#### Stage X: Final Product

The Final Product Stage is the final stage before implementation. This stage is the stage of solving existing problems by involving education management experts/experts with leadership, namely four professors in the field of education management. These experts provided advice, input and approved the module developed in this study to be applied at SMAN Labuhan Batu. From the results of the dissimulation, it was agreed that the name of the new module was: the visionary leadership training module. The final stage of this research is to disseminate information and socialize it to all SMAN Labuhan Batu which is centered at SMAN 1 Labuhan Batu. The products produced are in the form of: Principal Visionary Leadership Training Module.

#### Findings

The product produced in this study is a visionary leadership training module for high school principals, formulating a clear vision, being able to make decisions, having good creativity, good communication, motivating subordinates, empowering members, having high emotional intelligence to manage change, having a role models in life, knowing the organizational climate (Molina, 2018). This module serves to provide guidance for visionary leadership of high school principals which is currently considered the most effective leadership module in various fields of educational leadership, thus it is hoped that the visionary leadership training module of high school principals can help principals succeed in improving the quality of education for better and quality

**Table 3.** Visionary Leadership Map for High School Principals

No	Competence	Indicator	Time
1	Understanding the organizational climate, visionary leadership competencies in the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication climate,	Visionary leadership, the advantages and disadvantages of visionary leadership, characteristics of visionary leadership. Formulating the school's vision in the industrial era 4.0 in the formulation of a vision, formulating a vision with critical thinking, formulating a vision with	• 1 JP



	organizational climate with computer information systems.	communication, formulating a vision with a computer information system. criteria of good vision, bad vision.	
2	The principal can make decisions.	Understanding decision making, decision making indicators, industrial era 4.0 decision making in vision formulation, decision making with critical thinking, decision making with communication, decision making with computer information systems.	• 1 JP
3	The principal has good creativity.	Understanding creativity, Creativity in the industrial era 4.0 in the formulation of vision, creativity with critical thinking, creativity with communication, creativity with computer information systems.	• 1 JP
4	The principal can communicate a good vision.	Understanding communication, Communication of visionary leadership in the industrial era 4.0 in vision transformation, communication with critical thinking, good communication, communication with computer information systems.	• 1 JP
5	The principal can motivate his subordinates	Understanding motivation, the motivation of school principals in the industrial era 4.0 in the transformation of vision. motivation with critical thinking, good communication motivation, motivation with computer information systems.	• 1 JP
6	The principal can empower members.	Understanding empowering members, empowering members of the industrial era 4.0 in the transformation of vision. empowering members with critical thinking, empowering members of good communication, empowering members with computer information systems.	• 1 JP
7	Principals can perform high emotional intelligence.	Understanding intelligence, emotional intelligence in the industrial era 4.0 in the transformation of vision. emotional intelligence with critical thinking, emotional intelligence with good communication, emotional intelligence with computer information systems.	• 1 JP
8	The principal can carry out school change management.	Understanding change management, visionary leadership competence of the industrial era 4.0 in implementing the vision. change management with critical thinking, good communication change management, change management with computer information systems.	• 1 JP
9	Principals can do role models in	Understanding role models, role models in	• 1 JP

	life.	the life of the industrial era 4.0 in the implementation of the vision. role model with critical thinking, good communication role model, role model with computer information systems.	
10	The principal can understand the school's organizational climate.	Understanding of organizational climate, visionary leadership competence of the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication organizational climate, organizational climate with computer information systems.	• 1 JP

The scope of the material discussed in this module is material that is expected to help visionary leadership at the head of senior high school (SMA) in Labuhan Batu which includes table 4 below:

**Table 4.** The Scope of the Material Discussed in the Module

No	Kompetensi	Indikator
1	Principals can apply visionary leadership in formulating school vision	Visionary leadership, the advantages and disadvantages of visionary leadership, characteristics of visionary leadership. Formulating the school's vision in the industrial era 4.0 in the formulation of a vision, formulating a vision with critical thinking, formulating a vision with communication, formulating a vision with a computer information system. criteria of good vision, bad vision.
2	The principal can make decisions.	Understanding decision making, decision making indicators, industrial era 4.0 decision making in vision formulation, decision making with critical thinking, decision making with communication, decision making with computer information systems
3	The principal has good creativity.	Understanding creativity, Creativity in the industrial era 4.0 in the formulation of vision, creativity with critical thinking, creativity with communication, creativity with computer information systems.
4	The principal can communicate a good vision.	Understanding communication, Communication of visionary leadership in the industrial era 4.0 in vision transformation, communication with critical thinking, good communication, communication with computer information systems.
5	The principal can motivate his subordinates.	Understanding motivation, the motivation of school principals in the industrial era 4.0 in the transformation of vision. motivation with critical thinking, good communication motivation, motivation with computer information systems.
6	The principal can empower members.	Understanding empowering members, empowering members of the industrial era 4.0 in the transformation of vision. empowering members with critical thinking, empowering members of good communication, empowering members with computer information systems.
7	Principals can perform high emotional intelligence.	Understanding intelligence, emotional intelligence in the industrial era 4.0 in the transformation of vision. emotional intelligence with critical thinking, emotional intelligence with

		good communication, emotional intelligence with computer information systems.
8	The principal can carry out school change management.	Understanding change management, visionary leadership competence of the industrial era 4.0 in implementing the vision. change management with critical thinking, good communication change management, change management with computer information systems.
9	Principals can do role models in life.	Understanding role models, role models in the life of the industrial era 4.0 in the implementation of the vision. role model with critical thinking, good communication role model, role model with computer information systems.
10	The principal can understand the school's organizational climate.	Understanding of organizational climate, visionary leadership competence of the industrial era 4.0 in implementing the vision. organizational climate with critical thinking, good communication organizational climate, organizational climate with computer information systems.

In general, how to use the module at each meeting is adjusted to the scenario of each module presentation. This module can be used in principal activities, both for face-to-face modules with full face-to-face models and face-to-face In-On-In models (Prestiadi et al., 2019). The general flow of the model can be seen in Figure 3. below (Guru & Kependidikan, 2016)

**Preliminary activities**

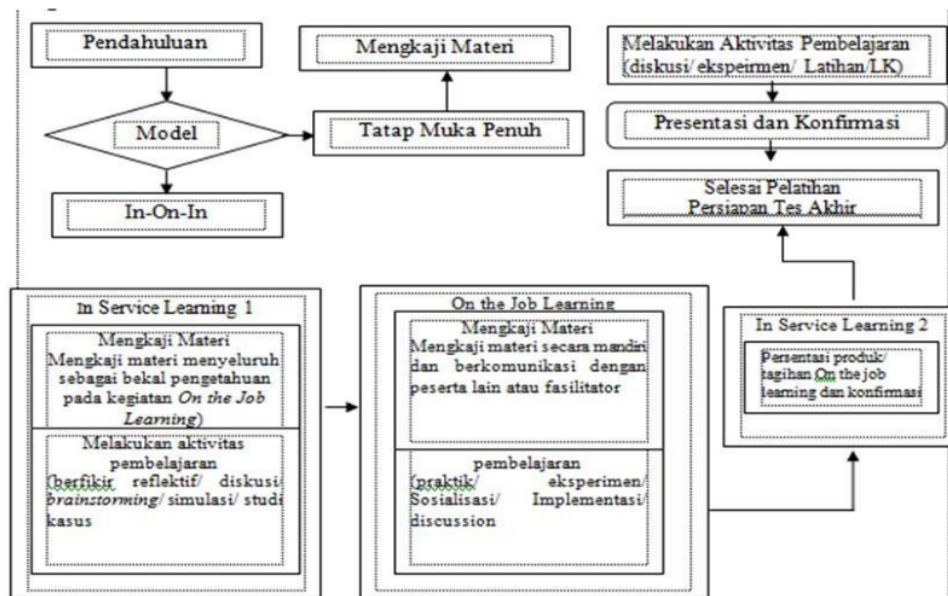


Figure 3. Face-to-face Model Flow

**4. CONCLUSION**

The results showed that the product produced in this study was a visionary leadership training module for high school principals to formulate a clear vision, be able to make decisions, have good creativity, good communication, motivate subordinates, empower members, have high emotional

intelligence to manage change. , have a role model in life, know the organizational climate. The feasibility of developing a visionary leadership training module for the principal of SMA Negeri Labuhan Batu is very good. The response of the principal of SMA Negeri Labuhan Batu to the development of the visionary leadership training module was very good. The visionary leadership module for high school principals is considered the most effective leadership module in various fields of educational leadership and it is hoped that the visionary leadership training module for high school principals can help principals succeed in improving the quality of better and quality education.

## REFERENCES

- Alam, M., Haque, A. K. M., & Banu, A. (2021). Academic Supervision For Improving Quality Education In Primary Schools Of Bangladesh: Concept, Issues And Implications. *Asian Journal Of Education And Social Studies*, 14(4), 1–12. Retrieved From [Http://Pacificlbrary.Org/Id/Eprint/214](http://Pacificlbrary.Org/Id/Eprint/214)
- Amini, A., Pane, D., & Akrim, A. (2021). Analisis Manajemen Berbasis Sekolah Dan Kepemimpinan Kepala Sekolah Dalam Peningkatan Kinerja Guru Di Smp Swasta Pemda Rantau Prapat. *Jurnal Pendidikan Tambusai*, 5(3), 11148–11159. Retrieved From [Ahttps://Jptam.Org/Index.Php/Jptam/Article/View/2782kolah](https://Jptam.Org/Index.Php/Jptam/Article/View/2782kolah) Dalam Peningkatan Kinerja Guru Di Smp Swasta Pemda Rantau Prapat. *Jurnal Pendidikan Tambusai*, 5(3), 11148–11159.
- Ani Marlia, M., Fahmy, R., Lukito, H., Prima Lita, R., & Rahim, R. (2020). Visionary Leadership Role: Building A Ghost Town Civilization. *International Journal Of Management (Ijm)*, 11(1), 31–55.
- Anugrahani, N. A. (2021). Pengaruh Kepemimpinan Kepala Sekolah Dan Kinerja Guru Terhadap Motivasi Belajar Siswa Smk. *Jamp : Jurnal Administrasi Dan Manajemen Pendidikan*, 4(3), 239–248. <https://doi.org/10.17977/Um027v4i32021p239>
- Bellibaş, M. Ş., Polatcan, M., & Kılınc, A. Ç. (2022). Linking Instructional Leadership To Teacher Practices: The Mediating Effect Of Shared Practice And Agency In Learning Effectiveness. *Educational Management Administration & Leadership*, 50(5), 812–831.
- Elly, Y., & Soraya, J. (2020). Kepemimpinan Kepala Sekolah Dan Lingkungan Sekolah Terhadap Kinerja Guru. *Jurnal Penelitian Dan Pendidikan Ips*, 14(2), 55–61. <https://doi.org/10.21067/jppi.V14i2.4856>
- Fajri, A., Rahman, I. K., & Lisnawati, S. (2019). Seterategi Kepemimpinan Kepala Sekolah Dan Kinerja Guru Terhadap Prestasi Belajar Siswa. *Tawazun: Jurnal Pendidikan Islam*, 12(1), 78. <https://doi.org/10.32832/Tawazun.V12i1.1844>
- Ford, T. G., Lavigne, A. L., Fiegener, A. M., & Si, S. (2020). Understanding District Support For Leader Development And Success In The Accountability Era: A Review Of The Literature Using Social-Cognitive Theories Of Motivation. *Review Of Educational Research*, 90(2), 264–307. <https://doi.org/10.3102/0034654319899723>
- Frismelly, A., & Giatman, M. (2021). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 4(2), 81–88. <https://doi.org/10.29062/Dirasah.V4i2.308>
- Gordon, S. P. (2019). Educational Supervision: Reflections On Its Past, Present, And Future. *Journal Of Educational Supervision*, 2(2), 27–52. Retrieved From <https://digitalcommons.library.umaine.edu/jes/>
- Guntoro, G. (2020). Supervisi Pengawas Dan Kepemimpinan Kepala Sekolah Sebagai Stimulus Dalam Meningkatkan Kinerja Guru. *Jurnal Ilmiah Iqra'*, 14(1), 64. <https://doi.org/10.30984/Jii.V14i1.1100>
- Habibi, B., Hartinah, S., Rofiqul, U., Syazali, M., Lestari, F., Abdurrahman, A., & Jauhariyah, D. (2019). Factor Determinants Of Teacher Professionalism As Development Of Student Learning



- Education At Smk Pgri In Tegal City, Indonesia. *Journal Of Gifted Education And Creativity*, 6(2), 123–132.
- Hamzah, N. H., Nasir, M. K. M., & Wahab, J. A. (2021). The Effects Of Principals' Digital Leadership On Teachers' Digital Teaching During The Covid-19 Pandemic In Malaysia. *Journal Of Education And E-Learning Research*, 8(2), 216–221. Retrieved From [Http://Www.Asianonlinejournals.Com](http://www.asianonlinejournals.com)
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's Management Competencies In Improving The Quality Of Education. *Journal Of Social Work And Science Education*, 1(2), 181–193. [Https://Doi.Org/10.52690/jswse.V1i2.47](https://doi.org/10.52690/jswse.v1i2.47)
- Mascareño, J., Rietzschel, E., & Wisse, B. (2020). Envisioning Innovation: Does Visionary Leadership Engender Team Innovative Performance Through Goal Alignment? *Creativity And Innovation Management*, 29(1), 33–48. [Https://Doi.Org/10.1111/Caim.12341](https://doi.org/10.1111/Caim.12341)
- Meyer, A., Richter, D., & Hartung-Beck, V. (2022). The Relationship Between Principal Leadership And Teacher Collaboration: Investigating The Mediating Effect Of Teachers' Collective Efficacy. *Educational Management Administration & Leadership*, 50(4), 593–612. [Https://Doi.Org/10.1177/1741143220945698](https://doi.org/10.1177/1741143220945698)
- Molina, O. A. M. (2018). Visionary Leadership In The Administrative Staff Of The Guapan Educational Unit. *Journal Of Technology And Science Education*, 8(2), 115–125. Retrieved From [Http://Www.Jotse.Org/Index.Php/Jotse](http://www.jotse.org/index.php/jotse)
- Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision Of Headmaster And Interpersonal Communication With Work Ethos Of The Teacher. *European Journal Of Education Studies*. [Https://Doi.Org/Http://Dx.Doi.Org/10.46827/Ejes.V0i0.2398](https://doi.org/http://dx.doi.org/10.46827/ejes.v0i0.2398)
- Ossiannilsson, E. (2018). Visionary Leadership For Digital Transformation: In A Time When Learners Take Ownership Of Their Learning. *Asian Journal Of Distance Education*, 13(1), 128–148. [Https://Doi.Org/Https://Www.Leamtechlib.Org/P/185265/](https://doi.org/https://www.learntechlib.org/p/185265/)
- Prestyadi, D., Zulkarnain, W., & Bambang Sumarsono, R. (2019). Visionary Leadership In Total Quality Management: Efforts To Improve The Quality Of Education In The Industrial Revolution 4.0. *Proceedings Of The 4th International Conference On Education And Management (Coema 2019)*, 202–206. Paris, France: Atlantis Press. [Https://Doi.Org/10.2991/Coema-19.2019.40](https://doi.org/10.2991/coema-19.2019.40)
- Purwanto, A., & Evicasari, E. (2021). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Sekolah Dasar Selama Pandemi Covid-19. *Jurnal Basicedu*, 5(6), 5706–5711. [Https://Doi.Org/10.31004/Basicedu.V5i6.1497](https://doi.org/10.31004/basicedu.v5i6.1497)
- S, S., Herlambang, T., & Cahyono, D. (2018). Dampak Motivasi, Disiplin Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Sains Manajemen Dan Bisnis Indonesia*, 8(2). [Https://Doi.Org/10.32528/Jsembi.V8i2.1785](https://doi.org/10.32528/jsembi.v8i2.1785)
- Saleem, A., Aslam, S., Yin, H., & Rao, C. (2020). Principal Leadership Styles And Teacher Job Performance: Viewpoint Of Middle Management. *Sustainability*, 12(8), 3390. [Https://Doi.Org/10.3390/Su12083390](https://doi.org/10.3390/su12083390)
- Shin, Y., & Hur, W.-M. (2020). Supervisor Incivility And Employee Job Performance: The Mediating Roles Of Job Insecurity And Amotivation. *The Journal Of Psychology*, 154(1), 38–59. [Https://Doi.Org/10.1080/00223980.2019.1645634](https://doi.org/10.1080/00223980.2019.1645634)
- Sonedi, S., Sholihah, T., & Dhasbi, D. (2018). Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Anterior Jurnal*, 18(1), 13–22. [Https://Doi.Org/10.33084/Anterior.V18i1.436](https://doi.org/10.33084/antterior.v18i1.436)
- Suratman, S., Arafat, Y., & Eddy, S. (2020). The Influence Of Principal's Leadership And Teacher's

- Competence Toward Teacher's Performance In Indonesia. *Journal Of Social Work And Science Education*, 1(2), 96–104. <https://doi.org/10.52690/jswse.V1i2.32>
- Suryani, E., Mujib, A., & Sardjijo, S. (2021). Kualitas Kepemimpinan Kepala Sekolah Dan Kinerja Guru Dalam Meningkatkan Hasil Belajar Siswa Di Sd Swasta Kota Batam. *Kelola: Jurnal Manajemen Pendidikan*, 8(2), 239–249.
- Wati, D. P., Wahyuni, N., Fatayan, A., & Bachrudin, A. A. (2022). Analisis Kepemimpinan Kepala Sekolah Di Sekolah Dasar. *Jurnal Basicedu*, 6(5), 7970–7977. <https://doi.org/10.31004/basicedu.V6i5.3684>
- Yayuk, S., & Sugiyono, S. (2019). Pengaruh Kepemimpinan Kepala Sekolah Dan Biaya Pendidikan Terhadap Kualitas Proses Belajar Mengajar Dan Dampaknya Dengan Kompetensi Lulusan Smk Di Kabupaten Gunungkidul. *Jurnal Akuntabilitas Manajemen Pendidikan*, 7(1), 84–96. <https://doi.org/10.21831/amp.V7i1.23758>
- Zhou, L., Zhao, S., Tian, F., Zhang, X., & Chen, S. (2018). Visionary Leadership And Employee Creativity In China. *International Journal Of Manpower*, 39(1), 93–105. <https://doi.org/10.1108/ijm-04-2016-0092>
- Zulaiha, D., Lian, B., & Mulyadi, M. (2020). The Effect Of Principal's Competence And Community Participation On The Quality Of Educational Services. *Journal Of Social Work And Science Education*, 1(1), 45–57. <https://doi.org/10.52690/jswse.V1i1.9>
- Zulfiter, Z., Fitria, H., & Nurkhalis, N. (2020). Pengaruh Gaya Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru. *Isej: Indonesian Science Education Journal*, 1(3), 269–277. Retrieved From <https://www.siducat.org/index.php/isej/article/view/142>

# Sakinah Siregar

ORIGINALITY REPORT

19%

SIMILARITY INDEX

19%

INTERNET SOURCES

8%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES



[www.journal.staihubbulwathan.id](http://www.journal.staihubbulwathan.id)

Internet Source

19%

Exclude quotes Off

Exclude matches < 4%

Exclude bibliography Off

# Sakinah Siregar

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/0

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17